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ABSTRACT

The stories and studies that make up this book pursue two intertwining paths of inquiry: (1) how highly engaged adolescent readers produce meaning; and (2) what can be done in the classroom to help reluctant readers perceive reading as a creative and personally meaningful pursuit. Chapter 1 looks at approaches to teaching reading and discusses an interactive model which can lead to a reading-centered classroom. Chapter 2 explores the role of reading in students' lives, focusing on three avid student readers and how the experiences of these students could help more reluctant readers. Chapter 3 looks at types of student reading activity, including literary letters, thinking aloud protocols, and symbolic story representation, and describes 10 different dimensions students used as they created, experienced,and responded to literary works. Chapter 4 explores using drama to promote reading and help less proficient readers; chapter 5 looks at the importance of visualization in reading. Chapter 6 stresses the need to expand concepts of reading, response, and literature. Appendices include: (1) "Questions and Activities for the Ten Dimensions of Reader Response"; and (2) "Revolving Role Drama Lesson Plans for 'The Incredible Journey.'" (Contains 110 references.) (ND)

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